



LIMESTONE/CENTRAL ELEMENTARY

727 Pacolet Highway
Gaffney, South Carolina 29340

GRADES PK-5 Elementary School

ENROLLMENT 346 Students

PRINCIPAL Richard Wilkins 864-487-1249

SUPERINTENDENT Dr. William B. James 864-902-3500

BOARD CHAIR Ms. Ola H. Copeland 864-489-9528



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

9

Good

65

Average

19

Below Average

1

Unsatisfactory

0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2001 | Good | Average | N/A |
| 2002 | Good | Unsatisfactory | N/A |
| 2003 | Good | Unsatisfactory | Yes |
| 2004 | Good | Unsatisfactory | Yes |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

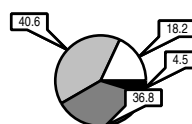
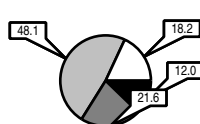
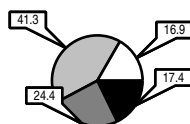
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 186 | 100.0 | 19.5 | 37.9 | 39.1 | 3.4 | 54.6 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 96 | 100.0 | 28.9 | 34.4 | 33.3 | 3.3 | 51.1 | | |
| Female | 90 | 100.0 | 9.5 | 41.7 | 45.2 | 3.6 | 58.3 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 117 | 100.0 | 11.6 | 35.7 | 49.1 | 3.6 | 63.4 | Yes | Yes |
| African-American | 66 | 100.0 | 32.2 | 44.1 | 20.3 | 3.4 | 39.0 | Yes | Yes |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 161 | 100.0 | 13.9 | 38.4 | 43.7 | 4.0 | 60.9 | | |
| Disabled | 25 | 100.0 | 56.5 | 34.8 | 8.7 | 0.0 | 13.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 186 | 100.0 | 19.5 | 37.9 | 39.1 | 3.4 | 54.6 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 184 | 100.0 | 18.6 | 38.4 | 39.5 | 3.5 | 55.2 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 97 | 100.0 | 30.6 | 43.5 | 23.5 | 2.4 | 38.8 | Yes | Yes |
| Full-pay meals | 89 | 100.0 | 9.0 | 32.6 | 53.9 | 4.5 | 69.7 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 186 | 100.0 | 17.2 | 41.4 | 24.1 | 17.2 | 56.9 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 96 | 100.0 | 21.1 | 41.1 | 23.3 | 14.4 | 58.9 | | |
| Female | 90 | 100.0 | 13.1 | 41.7 | 25.0 | 20.2 | 54.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 117 | 100.0 | 10.7 | 42.9 | 24.1 | 22.3 | 67.0 | Yes | Yes |
| African-American | 66 | 100.0 | 27.1 | 40.7 | 23.7 | 8.5 | 39.0 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 161 | 100.0 | 11.9 | 41.7 | 26.5 | 19.9 | 62.9 | | |
| Disabled | 25 | 100.0 | 52.2 | 39.1 | 8.7 | 0.0 | 17.4 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 186 | 100.0 | 17.2 | 41.4 | 24.1 | 17.2 | 56.9 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 184 | 100.0 | 16.3 | 41.9 | 24.4 | 17.4 | 57.6 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 97 | 100.0 | 28.2 | 38.8 | 25.9 | 7.1 | 42.4 | Yes | Yes |
| Full-pay meals | 89 | 100.0 | 6.7 | 43.8 | 22.5 | 27.0 | 70.8 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 54 | 100.0 | 12.0 | 34.0 | 54.0 | N/A | 54.0 |
| | Grade 4 | 60 | 100.0 | 24.5 | 41.5 | 34.0 | N/A | 34.0 |
| | Grade 5 | 64 | 98.4 | 31.7 | 40.0 | 26.7 | 1.7 | 28.3 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 67 | 100.0 | 16.1 | 27.4 | 46.8 | 9.7 | 56.5 |
| | Grade 4 | 58 | 100.0 | 17.9 | 39.3 | 42.9 | N/A | 42.9 |
| | Grade 5 | 61 | 100.0 | 25.0 | 48.2 | 26.8 | N/A | 26.8 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 54 | 100.0 | 10.0 | 26.0 | 32.0 | 32.0 | 64.0 |
| | Grade 4 | 60 | 100.0 | 24.5 | 39.6 | 18.9 | 17.0 | 35.8 |
| | Grade 5 | 64 | 100.0 | 25.0 | 31.7 | 25.0 | 18.3 | 43.3 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 67 | 100.0 | 12.9 | 43.5 | 32.3 | 11.3 | 43.5 |
| | Grade 4 | 58 | 100.0 | 17.9 | 35.7 | 19.6 | 26.8 | 46.4 |
| | Grade 5 | 61 | 100.0 | 21.4 | 44.6 | 19.6 | 14.3 | 33.9 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 346) | | | | |
| First graders who attended full-day kindergarten | 94.5% | N/C | 100.0% | 100.0% |
| Retention rate | 1.3% | N/A | 2.7% | 2.7% |
| Attendance rate | 96.4% | Up from 95.7% | 96.4% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | | 4.3% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | | 3.1% | 3.5% |
| Eligible for gifted and talented | 23.5% | Down from 25.8% | 16.8% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 7.0% | Up from 5.2% | 8.6% | 8.2% |
| Older than usual for grade | 0.0% | Down from 0.3% | 0.9% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.4% | Down from 2.3% | 0.0% | 0.0% |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| Teachers (n= 25) | | | | |
| Teachers with advanced degrees | 80.0% | Down from 83.3% | 52.5% | 51.4% |
| Continuing contract teachers | 96.0% | Up from 95.8% | 90.0% | 87.5% |
| Highly qualified teachers** | 100.0% | N/A | 94.7% | 95.0% |
| Teachers with emergency or provisional certificates | 0.0% | | 0.0% | 0.0% |
| Teachers returning from previous year | 93.1% | Up from 87.3% | 88.9% | 86.7% |
| Teacher attendance rate | 95.3% | Up from 95.2% | 95.0% | 94.9% |
| Average teacher salary | \$46,611 | Up 1.9% | \$40,915 | \$40,760 |
| Prof. development days/teacher | 15.7 days | Up from 11.7 days | 11.7 days | 12.4 days |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.5 to 1 | Up from 19.2 to 1 | 19.7 to 1 | 18.9 to 1 |
| Prime instructional time | 89.6% | Up from 89.4% | 90.2% | 90.0% |
| Dollars spent per pupil* | \$6,204 | Up 6.6% | \$5,712 | \$6,044 |
| Percent of expenditures for teacher salaries* | 68.9% | Up from 65.1% | 65.9% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 100.0% | 92.0% |
| Highly qualified teachers in high poverty schools** | 93.8% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Limestone-Central, in partnership with students, staff, family, business and community, is to provide an effective educational program in a safe environment which prepares each student to be successful at his/her next academic level. Limestone-Central's motto is "Letting Children Experience Success," but it's more than just a nice saying. It is the goal we strive for each and every day. Our teachers, staff, parents, volunteers, and business partners work together to make a difference in the lives of our students.

Since the beginning of PACT Testing, Limestone-Central has continually maintained its rating as a GOOD school. A GOOD rating indicates that a school exceeds the standards for progress towards Performance Goals.

It is significant and noteworthy that LCES has met ALL 17 national objectives required by the "No Child Left Behind" criteria established by the Federal Government's "Adequate Yearly Progress" legislation. This national ranking validates our continued improvement in student performance and confirms the excellent work of our Highly Qualified Teachers.

During a year of a declining budget, LCES continued its pursuit of academic excellence. Some notable successes to celebrate are:

Increased student eligibility for the gifted and talented program

A high percentage of teachers with advanced degrees

Higher percentage of students scored proficient and advanced in English Language Arts in grades 3 through 5

Percentage of students either increased or maintained test scores of Basic or above in PACT math in grades 3 through 5

Met National criteria for student attendance

Met National criteria for teacher attendance

We are very grateful for the endless commitment of all Limestone-Central Elementary stakeholders, students, parents, volunteers, business partners, and staff. We look forward to the 2004-05 school year with renewed excitement. We want even greater student achievement and community involvement.

Carol Moss, SIC Chair

Rick Wilkins, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 30 | 60 | 54 |
| Percent satisfied with learning environment | 96.7% | 86.7% | 83.3% |
| Percent satisfied with social and physical environment | 96.7% | 89.8% | 87.0% |
| Percent satisfied with home-school relations | 93.3% | 88.3% | 70.4% |

*Only students at the highest elementary school grade level at this school and their parents were included.